

“Resisting GenAI and Big Tech” webinar (11.25.25)

Online chat summary and additional participant resources

NB: This document compiles links and comments from the 11.25.25 “Resisting AI” webinar chat;
the webinar panelists have not read nor do they endorse every entry.

The panelists’ Original Resource Document, shared during the webinar and slightly updated, is [here](#).

Participants’ resources and links

[Related conversations and future panels](#)

[Education and AI](#)

[Mental \(and cognitive\) health challenges](#)

[Suggestions for presenting the problems of AI use to students](#)

[Environmental costs and social justice issues](#)

[Privacy and security concerns](#)

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[Philosophical approaches and ethical challenges](#)

Questions/Comments from the chat, to guide ongoing conversations

(some of these were addressed at length in the panel discussion; please see [video link here](#))

[Terminology](#)

[Extractivism, equity, and social justice considerations](#)

[Resisting AI on campuses and in communities](#)

[UC Davis survey](#) on AI writing tools in academic contexts

Participants’ Resources and Links

Related conversations and panels

- Cal State University San Bernardino webinar series “[Critical Perspectives on ‘AI’ in Education](#),” focusing on the report of the AAUP ad hoc committee on AI, on syllabus statements and plagiarism, on project scaffolding, and more.
 - See also the [AAUP AI Committee Resource Guide](#) and the AAUP report “[Artificial Intelligence and Academic Professions](#)” (2025).

- Scientist Rebellion Finland and the Helsinki Institute of Sustainability Science (HELSUS) hosted a 12-4-25 panel on “AI in academia and beyond: A critical discussion of the environmental and social costs,” with a video link available on [their website](#).
- Crawley, K. Stop GenAI. (2025). <https://stopgenai.com/> Website.
- [Library of Babel Group](#): A member writes, “If you sign up for the listserve (hosted by May First Movement), we will get you access to our Zulip site (a Slack alternative with more protections). We have virtual meetups and are starting activities, projects, and resource guides that build on some of what’s been suggested here. We’re at over 430 international members as of this morning.”
- Monett, D. A non-exhaustive collection of books on topics related to Critical AI: <https://monettdiaz.com/books-critical-ai.html>
- Groups organizing around AI in France:
 - [Collectif En chair et en os \(ECEO\)](#) : enchairetenoscollectif@gmail.com; <https://blogs.mediapart.fr/en-chair-et-en-os>
 - Collectif IA-lerte générale : ialertegenerale@gmail.com; follow us on LinkedIn
 - [Association pour la traduction en sciences sociales \(ATESS\)](#): contact@atessfrance.org

Education and AI

American Association of University Professors. (2025, May). [Artificial intelligence and academic professions](#). Report on member experiences and priorities across 200 university campuses. See also the [AAUP “Resource Guide for Addressing AI in Higher Education.”](#)

Chronicle of Higher Education. (2025). [Research brief: The college tech team’s views on AI](#). On how AI is reshaping campus operations.

The [Futures + Literacies +Methods Lab at Utrecht University](#) is [collecting](#) GenAI university policies. If you would like to donate your own university’s policy, please take a look [here](#). The direct link to the file is [here](#).

Kenney, M. and M. Lincoln. (2025, Oct). [Let them eat large language models: Artificial intelligence and austerity in the neoliberal university](#). On the California State University System's contract with OpenAI.

Kindley, E. (2025). [How AI is changing higher education](#). *Chronicle of Higher Education*. (2025, Nov).

Liu, H. (2025, Sept). [Commentary on Will Van Reyk's "Too clever for its own good: my take on recent updates to ChatGPT"](#). LinkedIn.

Kornbluh, A., K. Muratore, and E. Hayot. (2025). [Against AI](#). Website. Teaching resources and labor links, particularly geared towards the humanities.

RCSC Author Collective: Suarez, M., B.C.N. Müller, O. Guest, and I. van Rooij. (2025, June). [Critical AI literacy: Beyond hegemonic perspectives on sustainability. How can universities resist being co-opted and corrupted by the AI industries' agendas?](#) Substack post.

Schrepel, T. (2025, Sept 30). [How to test GenAI's impact on learning](#). Times Higher Education/Inside Higher Education.

The Atlantic and *The New York Times* articles:

Appiah, K.A. (2025, Oct 26). [The age of deskilling](#). *The Atlantic*.

Berg, A. (2025, Oct 29). [Why even basic AI use is so bad for students](#). *The New York Times*.

Bogost, I. (2025, Aug 17). [College students have already changed forever](#). *The Atlantic*.

Chen, B.X. (2025, Nov 6). [How AI and social media contribute to "brain rot."](#) *The New York Times*.

Harper, T. A. (2025, Sept 11). [The question all colleges and universities should be asking themselves about AI](#). *The Atlantic*.

Kolata, G. (2025, Nov 4). [The editor got a letter from "Dr. B.S." So did a lot of other editors.](#) *The New York Times*. On chatbot-written letters to the editor of academic journals.

Rosario, A. (2025, Sept 3). [I'm a highschooler. AI is demolishing my education](#). *The Atlantic*.

Rotella, C. (2025, Nov 25). [I'm a professor. AI has changed my classroom, but not for the worse. \(My students' easy access to chatbots has forced me to make humanities instruction even more human\).](#) *The New York Times*.

Schroff, L. (2025, Aug 12). [The AI takeover of education is just getting started](#). The Atlantic.

Times Higher Education/Inside Higher Education. (2025, Sept). [Special “Campus: The Download” issue on AI](#).

Trust, T. and R. Malloy. (2025). [AI-generated lesson plans fall short on inspiring students and promoting critical thinking](#). The Conversation.

Mental (and cognitive) health challenges

Chatterjee, R. (2025, Sept 19). [Their teenage sons died by suicide. Now, they are sounding the alarm about AI chatbots](#). National Public Radio.

Lincoln, M. (2025, Nov 25). [It’s time to pull the plug on ChatGPT at CalState: Recent lawsuits suggest ChatGPT poses an unacceptable risk to our students’ mental health](#). *Inside Higher Education*. Opinion.

Preda, A. (2025, Sept 29). [Special Report: AI-induced psychosis, a new frontier in mental health](#). Psychiatry Online.

Wong, M. (2025, Dec 4). [The chatbot-delusion crisis](#). The Atlantic.

Suggestions for presenting the problems of AI use to students

Q: While academic and lecturers may be able to resist GenAI, students will use it in their work (whether allowed to or not). Is assessment redesign the only answer? Is it even realistic/possible to redesign assessment to prevent students from being able to use AI as part of their work?

Henrickson, L. and L. Zaphir. (2025, Oct 30). [What happened to creativity in the classroom?](#) Times Higher Education/Inside Higher Education. Two professors discuss how to design assignments so AI can assist rather than impede student creativity.

MacCallum, K. and Parsons, D. (2025, Sep 11). [Why AI literacy must come before policy](#). Times Higher Education/Inside Higher Education.

Chat: “As much as US universities are eager to allow students to use AI, they start to recognize that students need to use it ethically. At Georgia Tech, we want to put AI digital literacy courses for freshmen, for instance.”

Tips from participants:

- Talk with students about what’s at stake: “I appreciate Jennie's focus on trust - I have small enough lecture sizes to be able to build at least a small connection with every student and ask them not only to consider their own learning path, but commit to them my own refusal of AI products.”
- In-class writing with pen and paper
- Collect multiple drafts or use google draftback (the multiple drafts can still be done with AI though)
- For discussion posts, require students to quote from the week’s texts before they get any credit. Ask for page numbers.
- Find ways to have students respond to conversations in class or local, specific texts/items in their assignments.
- LLMs still make up plausible-sounding research, including fake articles by real authors, & fake page numbers for real texts. Include research whenever possible; ask for links to research or photos of pages when physical texts are used to make it easy for you to check quickly. Treat fake citations as academic misconduct – and make that clear at the start of the semester.
- Include handwritten assessments for some in-class assignments (with attention to accessibility issues, of course), including early stages (brainstorming, outlines, etc). Require these as part of the scaffolding for high-stakes assignments.

Environmental costs and social justice issues

See also the [chat comments below on “Extractivism, equity, and social justice”](#) and the panelists’ links on “Environmental and social costs” in the webinar’s [Original Resource Document](#).

Abundant Intelligences. (2024). [Abundant intelligences: Indigenous approaches to Artificial Intelligence](#). “An Indigenous-led research program that conceptualizes, designs, develops, and deploys Artificial Intelligence based on Indigenous knowledge systems.” Original website with position papers and other resources [here](#).

Columbia River Keeper. (2025, Fall). [Data centers background brief](#). Data and visualizations on data center resource consumption.

Cooper, S.P. (2025, Nov 25). [“The precedent is Flint”: How Oregon’s data center boom is supercharging a water crisis](#). Food and Environment Reporting Network.

Eslami, E. (2025, Sept 25). [Air quality and greenhouse gas emissions assessment of data centers in Texas: Quantifying impacts and environmental tradeoffs](#). arXiv: 2509.21312.

[False Profits](#). (2025). Canadian research showing how fossil fuel use is driving the cost of living crisis.

Inside Climate News:

Hedgepeth, L. (2025, Sept 25). [Citing climate crisis, NAACP expresses opposition to massive Alabama data center](#). Inside Climate News.

Inside Climate Talks (2025, Sept 22). [Is AI throwing climate change under the bus?](#)

Loeb, V. and Gearino, D. (2025, Aug 25). [Inside Climate News: Sunday Morning](#) on AI’s electricity demands.

Lo, L.S. [AI has a hidden water cost. Here’s how to calculate yours](#). The Conversation.

Shehabi, A. et al. (2024). [2024 United States data center energy usage report](#). Lawrence Berkeley National Laboratory.

Simmons, D. [What you need to know about AI and climate change](#). Yale Climate Connections.

Stanger, A. (2025, Sept 15). [The AI raj: How tech giants are recolonizing power](#). Bulletin of the Atomic Scientists.

Wilson, M. (2024, Feb 13). [The critical role of scope 2 emissions in data center sustainability efforts](#). Blog post.

Chat: Scope 2 emissions reporting is undergoing a review in [Second Nature](#), and Second Nature is taking feedback from higher ed.

Privacy and security concerns

Bailey, J. [How Grammarly launders AI-generated content](#). (2025, Nov 12). Plagiarism Today.

Fowler, G.A. (2025, Oct 24). Washington Post. [ChatGPT just came out with its own web browser. Use it with caution](#). On privacy issues.

Reddy, P. and A.S. Gujral. (2025, Sept 6). [EchoLeak: The first real-world zero-click prompt injection exploit in a production LLM system](#). arXiv:2509.10540. On, among other things, the security implications re Microsoft Copilot.

→ Christoph Becker: The security implications and liability of copilot and win11 are probably the strongest institutional argument to make that will land.

The AI bubble

Bordeon, B. (2025, Nov 24). [Trump directs science agencies to embrace AI](#). Politico.

Cadwalladr, C. (2025, Nov 16). [The great AI bubble](#). Cadwalladr, who exposed the Cambridge Analytica scandal, has a substack called “How to survive the brologarchy” and an action group on signal.

Philosophical approaches and ethical challenges:

Aguirre, A. (2025). [Control inversion: why the superintelligent AI agents we are racing to create would absorb power, not grant it](#). Extensive essay.

Aguirre, A. (2025). [Keep the future human](#). Extensive essay.

Auslander, R. (2025, Aug 21). [Historian Mar Hicks on why nothing about AI is inevitable](#). Fast Company.

Bisconti, P. et al. (2025, Nov 20). [Adversarial poetry as a single-turn jailbreak mechanism in large language models](#). arXiv: 2511.15304.

Greenberg, G. (2025, Sept 27). [Putting ChatGPT on the couch. When I played doctor with the chatbot, the simulated patient confessed problems that are real – and that should worry all of us](#). The New Yorker.

Hanna, R. [Digital technology for humans: The myth of AI, human dignity, and Neo-Luddism](#). Berlin, Boston: De Gruyter, 2025.

Liu, H. (2025, June). [LinkedIn post against AI inevitability](#), with references, and in favor of [AI for Humanity](#) (2025, Nov), with references.

Venkatasubramanian, S. (2025, Aug 21). [How AI and surveillance capitalism are undermining democracy](#). Bulletin of the Atomic Scientists.

Chat: Ex-novation is already a thing - in coaching we call it the Solution Focused approach. A key question is "what would you like instead"? It connects very strongly with the idea that we have agency and nothing is inevitable. Again, terminology and accurately describing the phenomenon is not an optional extra. Exnovation is ethics.

Chat: Kim Berg and de Shazer are the key references here. Ex-novation will have to include innovation in ethics though.

Chat: I recommend the book *Defy* by Sunita Sah.

Questions/comments from the webinar chat

Terminology

Q: What would the *critical* adoption of AI in Higher Education look like in your opinion?

Q: A lot of people here have referred to arguments that we should avoid "uncritical adoption" of AI. What can panellists say about the increasingly common tactic, especially in universities, of giving a nod to "critical approaches" in a way that is really just tinkering around the edges rather than

addressing the fundamental questions and harms?

- Chat: This is called sanewashing
- Chat: I've also heard it called "critical washing" but this seems vague.
- DanMcQuillan – I personally would drop the 'uncritical' and just go with 'avoid ai'.
- Chat: Terminology is essential to surviving and resisting. Never drop the air quotes from "AI", for example. It is not artificial, nor intelligent. Words have meaning.
- Christoph Becker: Often in these cases refusal is not an option - pointing that out is one way to reveal how fake the 'criticality' is – e.g. "responsible adoption"
- Chat: Absolutely. Air quotes FTW! Co-option of terms and meaninglessness is central to all propaganda. It means that even a tiny linguistic act has enormous value. Or calling it a "technology" per se. It is specifically an abuse of technologies that can be used differently.
- Chat: There is no responsible adoption and they know it. GDPR rules are in the works to be watered down and my bet is that GDPR will no longer be relevant for corporations in the next few years. Google said they need to double their capacity every 6 months for the next 5 years to satisfy AI needs -> all climate/carbon pledges will be thrown out the window. Data center generators are susceptible to fires.

Q: The irony, of course, is that what is labelled AI currently is not what people think AI is...especially on the 'I' part. Is there not a problem that the more we use the term, the more we legitimize it as a valid description of this pile of matrices..? One essential strand of work is just coming up with accurate names for it.

- Chat: The term "AI" is horribly overbroad and vague, and its vagueness has been purposely used to to push the marketing of today's Generative AI, by pointing to past (and well founded) successes with Machine Learning approaches in medicine and engineering. (In other words -- GenAI hypers can point to past ML successes and say "Look at how amazing AI is -- now buy our product!"

- Chat: Do you have suggestions for conversational tactics or talking points that can cut through this ambiguity in language? I find that our lack of common language and agreement of basic terms is a real hindrance.
- Chat: Recommend “displacement AI” as defined by Guest (and Guest & van Rooij here:
 - Guest, O. (2025). What Does ‘Human-Centred AI’ Mean? (No. arXiv:2507.19960). arXiv. <https://doi.org/10.48550/arXiv.2507.19960>
 - Guest, O., & van Rooij, I. (2025). Critical Artificial Intelligence Literacy for Psychologists. PsyArXiv. https://doi.org/10.31234/osf.io/dkrgj_v1
- Chat: This is the correct starting point. See it for what it is.

Q: What are your thoughts on making a distinction between "resisting the technology" and "resisting the MISUSE of the technology" ? I ask in the context of the Luddite movement, which was (and is) commonly misrepresented as being "anti-technology", when it's more correct to describe it as "anti- exploitation of human labor"

- Chat: “I also think that the introduction of AI comes with a multitude of other consequences vs the introduction of the stocking frame in the industrial revolution. As our panelists highlighted, the dramatic impacts of AI on the environment in the current environmental crisis may call for a more nuanced comparison of the resistance against AI with the struggles of the luddites in the 19th century.”

(See also Q&A discussion in the webinar video.)

Extractivism, equity, and social justice considerations

See also the [participant-provided links in this document on environmental costs and social justice issues](#), and the panelists’ links on environmental and social costs in the webinar’s Original Resource Document.

Q: Indigenous Peoples have a lot of experience resisting extractive, colonial projects, but don't seem to be very involved in the struggle against data centres and "AI" in general. How can we link existing struggles, (i.e. land back) with wider "AI" resistance movements?

- Jennifer Krauel: “I speak about AI as the new(est) slavery, colonizing our minds and stealing our thoughts for profit, then doing a bad job of replacing us. And of course destroying our culture and environment. #AbolishAI Is there anyone else exploring this analogy?”
- Chat: Agree 100% on this. I’ve seen the term ‘Relationality’ being misused recently, and it’s another form of extractivism from indigenous cultures.
- Chat: There are diverse perspectives about AI amongst Indigenous communities, but some Indigenous Peoples themselves are inviting different relationships with AI, eg. <https://jods.mitpress.mit.edu/pub/lewis-arista-pechawis-kite/release/1>
- Chat: As many of the panellists have noted, AI amplifies the extractive logics of the modern human systems that built it. I’d like to offer a few questions to the group: What if we treated AI not as an exceptional evil, but as a mirror that invites deeper reflexivity about the systems of extraction that many of us benefit from? How might our own habits of human (and academic) exceptionalism also be shaping how we respond to AI? And could we also hold space for the precarious possibility that AI, like humans, might be “repatterned” away from relational harm and toward relational responsibility, like we’re seeing in the Indigenous-led project [Abundant Intelligences](#)?
- Dan McQuillan: “AI isn’t exceptional evil but an acceleration of existing political dynamics.”
- Chat: “Another project to look at when thinking about these questions, led by Indigenous scholars, is <https://www.indigenous-ai.net/abundant/> — not just on AI but on broader computational technologies and their relationships to data, ownership, land, knowledge creation, etc.”
- Chat: As someone who teaches primarily in community colleges and similar schools that serve non-traditional or “underprepared” students, there’s a narrative that as long as elite schools and industries are adopting this usage, we have an obligation to allow our students to use them or even to teach them as an “equity” issue that has been really hard to challenge, especially for instructors themselves in precarity (i.e. adjuncts with little to no access to policy conversations, even though we are often the ones working with students in the earliest courses). I would love to hear more perspectives on how to address this framing of equity and obligation to accede to GenAI on behalf of our students (other than arguing that good critical thinking, reading and writing skills are more “transferrable” than us teaching

“good” prompts in class, which seems to land with a thunk—although students themselves are often more receptive).

- Chat: I’m at a public institution and in addition to the arguments you lay out, we are also hearing that “employers” and “industry” want our students to have AI experience
- Chat: I teach community college In Los Angeles,I encourage students to understand AI and to test it. ChatGPT is quite bad actually. We find out just how bad. I am also tasked to work with our academic senate to come up with guidelines. We can’t keep up.

Resisting AI on campuses and in communities

Q: Have any of the panel any further comments to make about who speaks on AI? and who gets to speak on AI? Who is able to resist?....

Q: Could you say more about what you each individually are doing at your universities to resist this rush to adopt AI? Thinking in concrete terms, **what talking points/arguments can be developed to make clear and informed statements to University power structures and players**, in support of being cautious or judicious on the use of AI, and the concerns and pitfalls. Often in the current frenetic environment of AI infatuation, senior faculty such as myself are met with an "OK boomer" sort of response, and the early career folks who can see through the haze are either seen as crackpots, or are hesitant to speak up out of fear of being ostracized.

- Chat: I am an environmental engineer and currently working on an educational project with my university that employs AI models to manage water resources, and predict extreme floods and droughts. I think it is so ironic that we use AI models that are consuming devastating amounts of freshwater to manage water resources - greenwashing at its finest. So I am now facing the dilemma that I either speak out and lose my job, or try to educate the people in my group about the use of AI. Do you have any insights on this?
- Christoph Becker: sounds like a collective action, union thing, a real dilemma, first thought goes to <https://collectiveaction.school/> and <https://www.workersdecide.tech/>
- Chat: Great suggestion from Sinead about working with our faculty unions/association vis AI impacts on educational labour. There are so many labour related issues vis AI being used

to justify 'automation' in education, along with undermining traditional teaching work in credential-based programs (vs. micro-credentials and MOOCs), as well as provisions for 'academic freedom'. Sometimes collective agreements include provisions on automation and academic freedom as well as intellectual property.

- Any thoughts from the panel on other tactics that labour unions could take? I think of the Hollywood Script/Screen Writers strike which after resolution involved creating a joint committee to monitor changing AI uses and how that affects their (work)places.

Q: Given the amount of sanewashing of "AI" out there, judging by even the most intentionally curated critical LinkedIn feed, and the end of free education, when is it time to step outside of existing institutions and teach the poor and disenfranchised? Obviously someone has to stay in the universities to provide even minimal scientific rigor, but should the default academic career be grassroots teaching?

- Chat: The more I am involved in grassroots organizing, the more I find that I am teaching for free. This is obviously good from a teaching and activism perspective, but I haven't found it to be fiscally stable by itself. Unfortunately, we all live in this capitalist hellscape. That being said, I know of grassroots colleges, like Salt of the Earth Labor College in Tucson, but it's more focused on political consciousness, activism training, and self-advocacy.

Q: I'm interested in (1) panelists' perspective on the potential use of disruptive tactics, strikes, non-violent direct action, etc., in resisting AI and Big Tech, and (2) in whether folks here have performed any "power mapping" type analyses to determine what specific "pillars" or structural elements that prop up the existing AI/Big Tech order might be vulnerable to focused, coordinated resistance.

Q: Prof. Finley-Brook, do you have any templates/sample language for the memoranda/ordinances/zoning proposals for keeping data centers out of our municipalities in the U.S.?

- Mary Finley-Brook: "There is not one template! Zoning can be changed. A noise ordinance can help. The suggestion in the comments for powermapping is important!"

Q: What do panelists think of these supporting / signing onto legal strategies that push our governments and schools to regulate industry to have Gen AI watermarking on all their outputs and

to have carbon/water footprinting labelled on any given output? These could complement all the great collective solidarity strategies discussed today.

Q: Where are the moves to just adopt alternative infrastructure?

- Chat: there are plenty of nerds around who can help you 1. move from Microsoft to Linux 2. de-google 3. adopt open source alternatives 4. etc. solutions actually exist now...
- Christoph Becker: These moves are growing and crucial! The CJUU is also moving to alternative infrastructures. Some options are mentioned in the resource sheet - please share more if you like, we'd be happy to include them. It has to be acknowledged that it's not trivial, but it's crucial. On my end, work in progress...

Q: With AI and video image tools together becoming capable of modifying how we look and how we speak online, will these tools lead to Zoom and similar online collaboration becoming plagued with deepfake inauthenticity? For example, it is now possible in real time to make a 50 year old appear to be 20, and to modify their voice to match. We live in an increasingly false world, but will this shift empty out the tool we are using today?

Q: How can higher ed and academia engage with the AI safety field, which has been and still is (as of now at least) strongly associated with Effective Altruism?

Q: Can public records requests help reveal some of what's hidden by NDAs? Can PRRs be a form of effective activism? Have any faculty members used them at their own institutions?

Chat: There are ethicists working on ways to "tame" AI.

Chat: What does that mean? Is this starting from an assumption that AI has agency?

Chat: Indeed, Big Tech has been one of the biggest proponents of "ethical AI". It reminds me of "ethical oil" or "ethical coal" at times...

Chat: On AI doing research:

- Chat: A lot of scientists already agree that AI will not drastically change the way research is done. Especially AI scientists. Especially at US STEM universities. I work at Georgia Tech. Georgia Tech has become #1 in the nation for AI app development. Yet AI researchers are underwhelmed by gen AI as a research tool. I'm quite optimistic that prestigious STEM

research institutions will come up with ways on how AI can be used responsibly by students, researchers and faculty alike. No one will be forced to use AI at my institution. My Gen Z children use gen AI "quite" smartly. They're students and do not plagiarize. AI is nothing less than a personal assistant gathering sources.

- Chat: Good research is just really really hard, especially in the sciences (I know because I don't consider myself that good at it), and *_those who claim AI will soon automate research (especially AI research)_* are either woefully uninformed, delusional, or *_have an agenda to promote that narrative_*

https://www.linkedin.com/posts/haihaoliu_the-next-million-dollar-skill-isnt-creating-activity-7307410627726086144-pIY5

- Chat: Yes, we've just had NY state providing millions of dollars to start new AI Tech Depts
- Chat: "AI" is altering peoples' search behaviour so it will absolutely introduce many biases and strengthen the influence of pseudoscience.

Survey: Invitation to Participate in Research on AI Writing Technologies

Seeking participants for research study on AI writing tools in academic contexts

Are you curious about how AI technologies like ChatGPT, Grammarly AI, or Claude are changing academic writing? Dr. Kory Ching (UC Davis, Writing Program) is conducting a research study to understand how different members of the academic community use and think about AI writing technologies in their scholarly work.

Who can participate:

- Undergraduate and graduate students • Faculty members • Researchers
- Must be 18+ and actively engaged in academic writing

What's involved:

1. Brief online survey (10-15 minutes), which you can complete at:
https://ucdavis.co1.qualtrics.com/jfe/form/SV_5ySGDcStirimVzo
2. Optional follow-up activities with compensation:
 - Interview about your AI writing experiences (45-60 minutes, \$20 gift card)
 - Remote observation of writing process (1-2 hours, \$20 gift card)
 - Week-long writing technology diary (\$20 gift card)

Why participate: Your insights will help us understand how AI technologies are impacting academic writing practices and may inform future developments in this rapidly evolving area.

DEADLINE: March 31, 2026. Questions? Contact Kory Lawson Ching at kching@ucdavis.edu